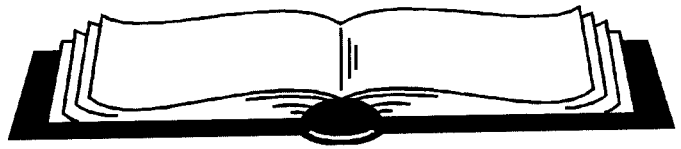


NEW JERSEY

2000-2001

Guidelines and
Application

BEST

PRACTICES

RECEIVED

NOV 27 2000

HUDSON COUNTY
Supt. of Schools**Deadline for Application to County Office:**
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	Professional Development	(Application is limited to one category. See page 3 for details.)
Practice Name	Administrative Staff Development And Support Program	
Number of Schools with Practice	39	(If more than one school or district, read and complete information on page 2.)

County	Hudson		
District (Proper Name)	Jersey City Public Schools		
Address	Street/P. O. Box 346 Claremont Avenue City Jersey City 07305 Zip Code		
Telephone	201 915-6211	Fax 201 435-4609	Email ccoyle@jcboe.org
Chief School Administrator	Dr. Charles T. Epps, Jr.		
Nominated School #1 (Proper Name)	PUBLIC SCHOOL #1		
Address	128 DUNCAN AVENUE Street/P. O. Box JERSEY CITY, NEW JERSEY 07304 City Zip Code		
Telephone	201-915-6460	Fax	Email
Principal	MS. ELIZABETH CROOK		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Application Prepared By	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Chief School Administrator's or Charter School Lead Person's Signature	<i>Charles T. Epps</i>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: Yes No County Superintendent's Signature

Robert Chalk

NEW JERSEY STATE DEPARTMENT OF EDUCATION

BEST PRACTICES

INFORMATION FOR ADDITIONAL SCHOOL(S)/DISTRICT(S)

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Nominated School #2 (Proper Name)	FRANK R. CONWELL SCHOOL PS #3		
School Address	<u>70 BRIGHT STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07302</u> <small>city zip</small>		
School Telephone	(201) 915-6610	Fax	(201) 333-7117
School Principal	MS. MARY ANN WALLACE		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #3 (Proper Name)	MICHAEL CONTI SCHOOL PS #5		
School Address	<u>182 MERSELES STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07302</u> <small>city zip</small>		
School Telephone	(201) 714-4300	Fax	
School Principal	DR JOSEPH RAMOS		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #4 (Proper Name)	JOTHAM W. WAKEMAN SCHOOL PS #6		
School Address	<u>100 SAINT PAUL'S AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07306</u> <small>city zip</small>		
School Telephone	(201) 714-4310	Fax	(201) 659-5992
School Principal	MR. FLAVIO RUBANO		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		

BEST PRACTICES

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Nominated School #5 (Proper Name)	PS #8		
School Address	<u>96 FRANKLIN STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07307</u> <small>city zip</small>		
School Telephone	(201)714-4320	Fax	(201) 659-7274
School Principal	MR. CHARLES TREFURT		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #6 (Proper Name)	KENNEDY SCHOOL PS #9		
School Address	<u>222 MERCER STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07302</u> <small>city zip</small>		
School Telephone	(201) 915-6410	Fax	(201) 433-7721
School Principal	MS. WENDY PEREZ		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #7 (Proper Name)	MARTIN LUTHER KING, JR. SCHOOL PS #11		
School Address	<u>886 BERGEN AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07305</u> <small>city zip</small>		
School Telephone	(201) 915-6521	Fax	(201) 418-8582
School Principal	MS. ANGELA BRUNO		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		

BEST PRACTICES

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Nominated School #8 (Proper Name)	JULIA A. BARNES SCHOOL PS #12
School Address	<u>91 ASTOR PLACE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07304</u> <small>city zip</small>
School Telephone	(201) 915-6420 Fax (201) 333-7316
School Principal	MS. ANNIE GRAHAM
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #9 (Proper Name)	OLLIE CULBRETH, JR. SCHOOL PS #14
School Address	<u>153 UNION STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07304</u> <small>city zip</small>
School Telephone	(201) 915-6430 Fax (201) 333-7255
School Principal	MS. GWENDOLYN JACKSON
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #10 (Proper Name)	WHITNEY M. YOUNG, JR. SCHOOL PS #15
School Address	<u>135 STEGMAN STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07305</u> <small>city zip</small>
School Telephone	(201) 915-6440 Fax (201) 333-7333
School Principal	MR. FRANCISCO PEREZ
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT

BEST PRACTICES

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Nominated School #11 (Proper Name)	CORNELIA F. BRADFORD SCHOOL PS #16	
School Address	<u>96 SUSSEX STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07302</u> <small>city zip</small>	
School Telephone	(201) 915-6450	Fax (201) 434-5158
School Principal	MR. ROBERT DI TURSI	
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT	
Nominated School #12 (Proper Name)	JOSEPH H. BRENSINGER SCHOOL PS #17	
School Address	<u>600 BERGEN AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07304</u> <small>city zip</small>	
School Telephone	(201) 714-4310	Fax (201) 434-2824
School Principal	MS. MAGDA SAVINO	
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT	
Nominated School #13 (Proper Name)	PS #20	
School Address	<u>160 DANFORTH AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07305</u> <small>city zip</small>	
School Telephone	(201) 714-6470	Fax (201) 333-1464
School Principal	MR. JORGE FERNANDEZ	
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT	

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Nominated School #14 (Proper Name)	PS #22
School Address	<u>264 VAN HORNE STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07304</u> <small>city zip</small>
School Telephone	(201) 915-6480 Fax (201) 521-0909
School Principal	MR. ISMAEL APONTE
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #15 (Proper Name)	MAHATMA K. GHANDI SCHOOL PS #23
School Address	<u>143 ROMAINE AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07306</u> <small>city zip</small>
School Telephone	(201) 915-6490 Fax (201) 435-8514
School Principal	MR. DANIEL CUPO
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #16 (Proper Name)	CHAP. CHARLES WATTERS SCHOOL PS #24
School Address	<u>220 VIRGINIA AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07304</u> <small>city zip</small>
School Telephone	(201) 915-6510 Fax (201) 433-3150
School Principal	MR. DAVID MELUSO
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT

BEST PRACTICES

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Nominated School #17 (Proper Name)	NICOLAUS COPERNICUS SCHOOL PS #25
School Address	<u>3385 KENNEDY BOULEVARD</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07307</u> <small>city zip</small>
School Telephone	(201) 714-4340 Fax (201) 222-0949
School Principal	MS. ANNE BUTLER
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #18 (Proper Name)	ALFRED ZAMPELLA SCHOOL PS #27
School Address	<u>201 NORTH STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07307</u> <small>city zip</small>
School Telephone	(201) 714-4350 Fax (201) 420-9082
School Principal	MS. SANDRA FRIERSON-HOWARD
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #19 (Proper Name)	CHRISTA MC AULIFFE SCHOOL PS #28
School Address	<u>167 HANCOCK AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07307</u> <small>city zip</small>
School Telephone	(201) 714-4360 Fax (201) 656-0225
School Principal	MS. MARY ANN HAMMER
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT

BEST PRACTICES

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Nominated School #20 (Proper Name)	GLADYS M. NUNNERY SCHOOL PS #29
School Address	123 CLAREMONT AVENUE <small>street/p.o. box</small> JERSEY CITY, NEW JERSEY 07305 <small>city zip</small>
School Telephone	(201) 915-6620 Fax (201) 433-2920
School Principal	MS. DIANE PALLITTO
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #21 (Proper Name)	ALEXANDER D. SULLIVAN SCHOOL PS #30
School Address	171 SEAVIEW AVENUE <small>street/p.o. box</small> JERSEY CITY, NEW JERSEY 07305 <small>city zip</small>
School Telephone	(201) 915-6530 Fax (201) 332-7147
School Principal	MR. MICHAEL LITTLEJOHN
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #22 (Proper Name)	ANTHONY J. INFANTE SCHOOL PS #31
School Address	3055 KENNEDY BOULEVARD <small>street/p.o. box</small> JERSEY CITY, NEW JERSEY 07306 <small>city zip</small>
School Telephone	(201) 714-4370 Fax
School Principal	MS. MARY LOUF
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT

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Nominated School #23 (Proper Name)	PS #33
School Address	<u>362 UNION STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07305</u> <small>city zip</small>
School Telephone	(201) 915-6540 Fax (201) 433-4232
School Principal	DR. PAUL RAFALIDES
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #24 (Proper Name)	PS #34
School Address	<u>1830 KENNEDY BOULEVARD</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07305</u> <small>city zip</small>
School Telephone	(201) 915-6550 Fax (201) 915-6553
School Principal	MS. CHRISTINE MYRLAK
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #25 (Proper Name)	RAFAEL DE J. CORDERO SCHOOL PS #37
School Address	<u>158 ERIE STREET</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07302</u> <small>city zip</small>
School Telephone	(201) 714-4390 Fax (201) 222-9055
School Principal	MR. MARVIN STRYNAR
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT

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Nominated School #26 (Proper Name)	JAMES F. MURRAY SCHOOL PS #38		
School Address	<u>339 STEGMAN PARKWAY</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07305</u> <small>city zip</small>		
School Telephone	(201) 915-6620	Fax	(201) 333-6044
School Principal	MS. MARIE MORRISSEY		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #27 (Proper Name)	DR. CHARLES P. DE FUCCIO SCHOOL PS #39		
School Address	<u>214 PLAINFIELD AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07306</u> <small>city zip</small>		
School Telephone	(201) 915-6560	Fax	(201) 915-6563
School Principal	MS. PATRICIA BRYANT		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #28 (Proper Name)	EZRA L. NOLAN MIDDLE SCHOOL PS #40		
School Address	<u>88 GATES AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07305</u> <small>city zip</small>		
School Telephone	(201) 915-6570	Fax	(201) 434-0811
School Principal	MS. ANNA ORTIZ-RIVAS		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		

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Nominated School #29 (Proper Name)	FRED W. MARTIN SCHOOL PS #41
School Address	<u>59 WILKERSON AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07305</u> <small>city zip</small>
School Telephone	(201) 915-6590 Fax (201) 915-6596
School Principal	MS. DAWN REYNODS
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #30 (Proper Name)	CONSTANCE P. NICHOLS SCHOOL PS #42
School Address	<u>700 NEWARK AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07306</u> <small>city zip</small>
School Telephone	(201) 714-4480 Fax (201) 714-7096
School Principal	MS. JOANNE YOUMAN S
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #31 (Proper Name)	ACADEMY 1
School Address	<u>209 BERGEN AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07305</u> <small>city zip</small>
School Telephone	(201) 915-6500 Fax
School Principal	MS. JOAN BROE
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT

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Nominated School #32 (Proper Name)	ACADEMY 2		
School Address	123 COLES STREET		
	street/p.o. box		
	JERSEY CITY, NEW JERSEY	07302	
	city	zip	
School Telephone	(201) 876-4803	Fax	
School Principal	MR. MICHAEL YORKER		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #33 (Proper Name)	WILLIAM L. DICKINSON HIGH SCHOOL		
School Address	2 PALISADE AVENUE		
	street/p.o. box		
	JERSEY CITY, NEW JERSEY	07306	
	city	zip	
School Telephone	(201) 714-4490	Fax (201) 714-4337	
School Principal	MR. ROBERT DONATO		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #34 (Proper Name)	JAMES J. FERRIS HIGH SCHOOL		
School Address	35 COLGATE STREET		
	street/p.o. box		
	JERSEY CITY, NEW JERSEY	07302	
	city	zip	
School Telephone	(201) 915-6660	Fax (201) 333-2060	
School Principal	MS. GEORGINA REY FAUTA		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		

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Nominated School #35 (Proper Name)	LINCOLN HIGH SCHOOL		
School Address	60 CRESCENT AVENUE <small>street/p.o. box</small> JERSEY CITY, NEW JERSEY 07304 <small>city zip</small>		
School Telephone	(201) 915-6700	Fax	(201) 435-4493
School Principal	MS. ROSALIE ANGLIN		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #36 (Proper Name)	MC NAIR/ACADEMIC HIGH SCHOOL		
School Address	123 COLES STREET <small>street/p.o. box</small> JERSEY CITY, NEW JERSEY 07302 <small>city zip</small>		
School Telephone	(201) 876-4804	Fax	(201) 792-11498
School Principal	MR. ROBERT ROGGENSTEIN		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		
Nominated School #37 (Proper Name)	HENRY SNYDER HIGH SCHOOL		
School Address	239 BERGEN AVENUE <small>street/p.o. box</small> JERSEY CITY, NEW JERSEY 07305 <small>city zip</small>		
School Telephone	(201) 915-6600	Fax	(201) 435-5019
School Principal	MR. HENRY PEKARSKY		
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT		

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Nominated School #38 (Proper Name)	LIBERTY HIGH SCHOOL
School Address	<u>165 SIP AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07306</u> <small>city zip</small>
School Telephone	(201) 876-4804 Fax
School Principal	MR. DOUG BERMAN
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT
Nominated School #39 (Proper Name)	REGIONAL DAY SCHOOL
School Address	<u>425 JOHNSTON AVENUE</u> <small>street/p.o. box</small> <u>JERSEY CITY, NEW JERSEY</u> <u>07304</u> <small>city zip</small>
School Telephone	(201) 915-6165 Fax
School Principal	MR. GERARD DYNES
Program Developer(s)	CATHERINE V. COYLE, ASSOCIATE SUPERINTENDENT

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

- RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
- USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
- Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used.** (This sentence is in twelve-point Times New Roman.)
- KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages.** Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
- The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
- The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
- The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name Administrative Staff
<input checked="" type="checkbox"/> Elementary School	PreK-8	Development And Support Program
<input checked="" type="checkbox"/> Middle School	6, 7, 8	Number of Schools with Practice 39
<input type="checkbox"/> Junior High School		Number of Districts with Practice 1
<input checked="" type="checkbox"/> High School	9-12	Location <input checked="" type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
Other: _____		<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement	
	(family involvement and partnerships with business, community, school districts, and/or higher education)	

- Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
- List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards,** addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
- Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
- Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

1. **Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.**

The district has adopted an innovative internal Administrative Staff Development And Support Program (ASAP) with the objective of identifying and preparing those members of its current teaching and central office support staff who are potential school and district administrators, especially building principals. Our goal is to have certificated staff from within our district, fully trained and knowledgeable in the areas of curriculum and instruction, to fill vacancies as they occur and to lead our staff and students in raising the bar for all. Our students need strong, instructional leaders to ensure that the district curriculum along with the Core Curriculum Content Standards (CCCS) and Cross-Content Workplace Readiness Standards (CCWRS), are properly implemented and internalized by all staff. Our aim is to produce instructional leaders who will have so internalized these standards, that their work in the schools will be constantly focused and inclusive of the state standards, thereby improving instruction and enhancing student learning and success. The program offers these educators first hand information of “how the system works” and what the system is looking for in its educational leaders. Our program provides actual on the job experience working in an administrative or supervisory position. Moreover, when the candidate is appointed as principal, the person is mentored for the first year.

ASAP is multi-phase by design. It includes the **Academy for the Preparation of Principals, the Administrative Internship Experience, the Institute for Instructional Leadership** and the **Principal-Associate Program**. The first phase, the **Academy for the Preparation of Principals** is conducted during the school year over several months. Teachers can make application for acceptance into the **Academy** by indicating their professional backgrounds including teaching and/or guidance as well as any experience in administrative type situations. Their applications, as with all requests to participate in all of the programs, are reviewed by a central office committee.

The **Academy** is held twice a month in different, selected district schools. The host principal has an opportunity to address the group. The Superintendent, Associate Superintendents and other key central office personnel then give an overview of the work in their area of responsibility. They stress, through explanation and illustration, what they believe a new principal would need to know about their specialty to be successful. There are model video lessons that are viewed by the group followed by written observations developed by each participant. These evaluations are later critiqued for the group. Finally, through case studies involving situations in urban settings, the group understands some of the aspects of the principal as decision maker and problem solver.

The goals and objectives of the **Academy for the Preparation of Principals** are to:

- understand the nature of the position of school principal as defined by its job description;
- examine the current administrative structure of the school district and identify what services are available to each school in the district as well as how to access information and key personnel;
- view the principalship from at least three different perspectives: current principals, staff and parents;
- review the elements and methods of instructional supervision such as lesson plans, observation and evaluation;
- analyze test data and other information to determine student skills, needs and interests, as the basis for developing a school's instructional program;
- learn the stages involved in the development of a school's budget and its master schedule;
- develop practical approaches to personal time management and the delegation of responsibility;
- gain an understanding of the current “hot issues” in school law and devise a strategy to stay out of the courts;
- learn the rudiments of special education policies and procedures as practiced in the district; and
- understand the concept and implications of whole school reform and school based management.

The second phase of the district ASAP is the **Administrative Internship Experience**. During this experience, the staff member performs an internship with a current building or district administrator. The teacher is asked to indicate what his/her administrative career goals are and how they could be met through an internship. At the same time, principals and district supervisors request an intern and indicate what responsibilities he or she would perform in their school or office. There are two kinds of interns: **Supportive Administrative Intern**, who works with a district

supervisor or athletic director, and **School Administrative Intern**, who works with a building principal.

The intern and the principal, supervisor or athletic director are brought together to design an internship which includes work in three of four areas: CCCS and CCWRS/curriculum development; student management; parent/community relations; school organization and management. The interns are brought together once every two months to compare notes and learn from each other. The principals and supervisors also meet twice during the year long program to evaluate the program and the progress of their interns.

The goals and objectives of the **Administrative Internship Experience** are to:

- initiate current professional staff members into actual, on the job, administrative experiences;
- prepare and develop potential school administrators and supervisors for future positions in the district;
- confirm the administrative career choice for which interns have prepared through a graduate education program;
- capitalize on the infusion of the professional energy and new ideas of the interns; and
- provide an opportunity for staff members to demonstrate their actual administrative and supervisory abilities through the completion of specific, meaningful assignments.

A third phase of this program is the **Institute for Instructional Leadership**. The participants in this program are assistant/vice principals and supervisors who are “on the cusp of being selected as principals.” The **Institute** meets once a month. The **Institute** will enable those who aspire to be building principals to reflect more deeply and critically on the elements of daily classroom instruction. It will help future school leaders understand strategies and practices used in developing and guiding an instructional program.

The building principal is the instructional leader of the school. The **Institute** will challenge this current or potential school administrator to examine what he or she knows about school and classroom instruction. Participants will be able to assist in the improvement of instruction in the school, based upon a stronger, deeper understanding of curriculum and greater practical ability to actively supervise instruction. The purpose and heart of this program is to develop leadership skills based upon knowledge, understanding and demonstrated ability.

The goals and objectives of the **Institute for Instructional Leadership** are to:

- understand different instructional leadership models;
- appreciate the development of recent reforms and their impact on schools, their curriculum and their teachers;
- discern basic methods used in the construction and analysis of standardized testing;
- write specific instructional goals and objectives for the school using standardized testing results and other sources of instructional data;
- develop a multi year plan for the implementation of these goals and objectives in the school;
- see the actual relationship between CCCS and CCWRS, school instructional goals and objectives, and teacher daily lesson planning;
- examine in considerable detail the different elements of each domain of the teacher evaluation instrument;
- explore methods of observing teachers and evaluating classroom performance;
- identify specific program features and practices that should be seen in or supporting daily classroom lessons, i.e., portfolios, cooperative learning, higher level thinking skills;
- assist the marginal teacher; and
- assess the success of the school in reaching its instructional goals in planning for the following year.

The final component in this district initiative is the **Principal-Associate Program**. Every newly appointed principal is given a mentor to assist him/her in the first and, possibly, second year. The program is also open to those principals in need of assistance. The associate (mentor) is a former, retired principal who meets with the principal for at least two full days (which can be broken up into four half days) a month during the school year. The associate is particularly concerned with four general areas of administration and supervision, i.e., observation and evaluation; school and community relations; curriculum and instruction; and school management.

The goals and objectives of the **Principal-Associate Program** are to:

- provide the principal with collegial, non-judgmental, unconditional support and encouragement;
- help the principal gain access to a wealth of expert administrative knowledge and personal insights;
- enable the principal to focus on short term priorities within the context of long term goals;
- challenge the principal to address the major critical areas of responsibility that are part of school administration;
- urge the principal to utilize an effective method to identify and solve problems in order to make individual, responsible decisions; and
- move the principal toward self-reliance and self accountability in professional actions.

No associate is ever asked to divulge the contents of any of the conversations that take place or make any evaluative judgment of the principal's performance. The associate is introduced to the staff and moves freely about the building with and without the principal. There are many opportunities for the associate to observe the principal and staff in action. The associate "shadows" the principal during his/her visit to the school. The principal and the associate have many informal follow-up conversations relating to parent, staff, and community meetings which the principal has chaired and the associate attended. With the permission of the teacher, the principal and the associate observe the same lesson and participate in the post observation conference. The associate is able to offer a variety of suggestions and recommendations on many aspects of school operations based upon his/her experience. It has been found that the associate learns a great deal about the school while he or she is able to offer assistance to the principal with new, out of district ideas and/or approaches. By far, the most important role the associate plays is to give the principal the "sounding board" he or she needs as well as the support and encouragement in making difficult decisions and handling troublesome problems.

Our students need the best instructional leaders possible. A strong leader promotes growth and success for both faculty and students. **ASAP** provides our administrators with the foundation necessary to be able to help teachers enhance student learning, thereby helping each student reach his/her potential to become a literate, contributing member of society.

2. List the specific Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

In the **ASAP**, all Standards are addressed throughout each phase. In the first phase, the **Academy for the Preparation of Principals**, participants are addressed by host principals, the superintendent, associate superintendent and other key office personnel. Topics include: District Administration; the People and Business of Education; Community and Support Services; Supervision of Instruction; Core Curriculum and Beyond; Testing: Assessment of Learning; Special Student Populations; and Parent and Community Relations.

In the second phase, the **Administrative Internship Experience**, the interns are brought together for discussion that revolves around innovative programs and instructional techniques in relation to the Standards.

In the third phase, the **Institute for Instructional Leadership**, participants are addressed by district resource people as well as university and college personnel. Current and retired principals who have distinguished themselves as effective educators speak with the group and explain their approach to the school principalship. The topics which are treated during the **Institute** include curriculum and planning; analysis of the evaluative domains and assisting the marginal teacher; CCCS and CCWRS and district strategies for implementation; utilizing test scores and other data to develop a school's instructional program; leadership styles, strategies and tactics; creating an environment for learning in a school; and setting school goals and objectives. The thrust of each session is on understanding the principles and concepts involved and methods of actualizing these ideas in an urban school.

In the final phase, the **Principal-Associate Program**, the principal and mentor engage in activities relating to

curriculum and instruction; observation and evaluation; school and community relations; students and student personnel services; and school management.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

The educational needs of our students warrant that we provide each school with an instructional leader who is capable of moving the students toward success. Each school needs a leader who will ensure that students become self-directed learners, complex thinkers and community and global contributors.

The success of our internal **ASAP** has been substantive. In a two-year study of the first three phases of the program, we can boast having 31 out of 68 participants promoted to administrative positions within our district. In our **Administrative Internship Experience** alone, 8 of the 12 participants received promotions. In the **Academy for the Preparation of Principals** and the **Institute for Instructional Leadership**, 22 of the 56 participants were promoted. Out of the 22, 13 became principals. Over a period of two years we were proud to have had 15 principals in our **Principal-Associate Program**. The 15 included 10 newly appointed principals as well as 5 others who were in need of assistance.

ASAP has changed the focus of the principal as manager to the principal as instructional leader. This has had a positive impact on instruction and student learning as reflected in our growth patterns on the state assessments. If we take a look at the schools to which new principals were assigned, and were in that position for at least one year, we see continued, maintained or elevated test scores in most cases. Of the 12 new principals, in their position for at least one year who completed the **Academy** phase, 8 were assigned to elementary schools, one to a middle school and one to a primary school. On the **GEPA** language arts, 3 out of 7 schools maintained the state standard; 1 made significant gains, i.e., from 56.1 passing to 74.2 passing; 1 (a special education school) increased their percent passing from 22.6 to 27.9. On the **GEPA** mathematics, of 7 schools, 4 had increases in scores; of the 4, 1 had a significant increase of 29.3 to 43.8. On the **ESPA** language arts, of 7 schools, 5 had increases in scores. On the **ESPA** mathematics, of 7 schools, 3 had increases in scores; of the 3, 1 had a significant increase of 46.7 to 61.0.

Of the 5 principals who were in need of assistance and completed the **Principal-Associate Program**, 2 met the state standard on the **GEPA** language arts and 3 showed increases in scores. On the **GEPA** mathematics, 3 showed increases in scores. On the **ESPA** language arts, 2 showed an increase in scores; 1 of the 2 made significant gains, i.e., from 30.4 to 53.3. On the **ESPA** mathematics, 3 showed an increase in scores; 1 of the 3 made significant gains, i.e., from 39.2 to 62.2. In one high school **HSPT** gains were made in reading, from 45.8 to 50.5 passing, and in mathematics from 48.6 to 58.9 passing. Attendance rates were maintained or improved in all schools.

4. Describe how you would replicate the practice in another school and/or district.

Where are tomorrow's principals? This school district, while always looking for the best candidates wherever they may be, feels it has a wealth of highly capable personnel within its own current ranks. The district is making every effort to identify and develop these human resources by assisting them in becoming the future leaders of its schools. The principal is the key agent in the progress and advancement of the school. A highly effective and successful principal is a precious school and community treasure. This educator/administrator must be discovered, trained, encouraged and supported to provide crucial school leadership for tomorrow. It is possible for any district, no matter the size, to implement a similar program, thereby tapping and developing their own resources to serve the students of its district in an administrative capacity. To replicate the **ASAP**, a district would need to identify potential administrators as well as accomplished administrators who would offer their expertise to those who aspire to become administrators. Extensive program information is available for distribution to other districts interested in initiating a similar program.